

Title II

Higher Education Act

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University of Nebraska at Omaha

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: University of Nebraska at Omaha

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Nebraska

Address: Roskens Hall 211

6001 Dodge Street

Omaha, NE, 68182

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art (K-12)	No
Biology (7-12)	No
Business/BMIT (6-12)	No
Chemistry (7-12)	No
Early Childhood (B-3)	No
Elementary Education (K-6)	No
Elementary Education and ESL	No
Elementary Education and Special Education	No
English (7-12)	No
English as a Second Language (K-12)	No
Health and Physical Education (K-12)	No
History (7-12)	No
Language Arts (7-12)	No
Mathematics (7-12)	No
Middle Grades Education	No
Middle Grades Language Arts (4-9)	No
Middle Grades Mathematics (4-9)	No
Middle Grades Science (4-9)	No
Middle Grades Social Science (4-9)	No
Middle Grades World Languages (4-9)	No
Music (K-12)	No
Natural Science (7-12)	No
Physics (7-12)	No
Secondary Business	No
Secondary Education Art	No
Secondary Education Sciences	No
Secondary English/Language Arts	No
Secondary Mathematics	No
Secondary Social Sciences	No
Secondary World Languages	No

Social Science (7-12)	No
Special Education Deaf Hard of Hearing (K-12)	No
Special Education Mild/Moderate Disabilities (K-12)	No
Total number of teacher preparation programs: 33	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year Criteria below.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://coe.unomaha.edu/oss/PreEdadmissions.php> (undergrad) <http://coe.unomaha.edu/tap/> (postgrad)

Please provide any additional about or exceptions to the admissions information provided above:

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach must be formally admitted to the teacher preparation program in the College of Education. The following academic requirements must be met prior to submitting the application for formal admission to teacher preparation: 1) Meet the assured admission requirement to the University; 2) Complete the General Education Fundamental Academic Skills requirements (ENGL 1150, ENGL 1160, SPCH 1110, and MATH 1310 or placement beyond MATH 1310 through the Math Placement Exam or Math ACT score); 3) Completed EDUC 2020 - Foundations of Education and EDUC 2030 - Human Relations; 4) Have earned a cumulative grade point average of at least 2.75 for course work in the University of Nebraska system; 5) Passing scores of 173 on all sections of the Pre-Professional Skills Test - Praxis I; 6) Submit a formal application; 7) Sit for a proctored, formal, monitored writing session scored by faculty; 8) Students passing the writing sample are admitted as a candidate to the teacher preparation program; 9) Students not passing the writing sample are deferred for admission and may not take course work in the teacher preparation program.

Post Baccalaureate students must have a BS or BA from an accredited institution with: 1) A minimum cumulative grade point average of 2.75 with a major in a content area of a secondary endorsement; 2) Passing scores of 173 on all sections of the Pre-Professional Skills Test - Praxis I; 3) Admission to the Graduate College; 4) Interviewed with and selected by a MOEC school district for participation in the post baccalaureate teacher certification program.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other EECIA - Exit exam for Elementary; Fall 2014 completers, all endorsements required exit exam.	No	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.32

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.48

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Interview and selection by a participating district.	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.45

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.57

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	465
Unduplicated number of males enrolled in 2011-12:	107
Unduplicated number of females enrolled in 2011-12:	358

2011-12	Number enrolled

<i>Ethnicity</i>	
Hispanic/Latino of any race:	13
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	8
Black or African American:	18
Native Hawaiian or Other Pacific Islander:	1
White:	411
Two or more races:	9

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1238
Number of students in supervised clinical experience during this academic year	962

Please provide any additional information about or descriptions of the supervised clinical experiences:

The 2009-2010 report reflected those candidates who participated in the Capstone student teaching experience. The 2010-2011 count includes the total, pre-student teaching field experience and Capstone student teaching experience. In 2011-2012, the full-time equivalent is the number of full-time faculty who supervised in 2011-2012. The Adjunct faculty number includes all university supervisors and cooperating teachers in the field. The Number of students includes beginning practicum, intermediate practicum, advanced practicum and student teaching candidates. This is an unduplicated number.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	25

Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	122
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	90
Teacher Education - Multiple Levels	24
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	4
Teacher Education - English/Language Arts	31
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	16
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	27
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	1
Teacher Education - History	8
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	4

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	7
Specify: Journalism (2); School Librarian (5)	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	25
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	121
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	94
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	1
Teacher Education - English/Language Arts	27
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	15
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	27
Teacher Education - Reading	
Teacher Education - Science	6
Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	8
Teacher Education - Physics	
Teacher Education - Spanish	5
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	5
Mathematics and Statistics	
Physical Sciences	5
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	

Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify : Science (1); Marketing (1); School Librarian (4); Gen.Studies (1); Music Education K-12 NOT TED (16)	23

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 234

2010-11: 232

2009-10: 231

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

20

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1) Collaborated with Arts and Sciences Mathematics faculty to develop the BS in Mathematics Leading to Teacher Certification. This collaborative discussion increased inquiries in teaching mathematics as a career choice; 2) Funded the Dr. George Haddix Community Chair in Mathematics and the position is being held by Dr. Angie Hodges. The purpose of the chair is to provide leadership and resources for the mathematics department in cooperation with the College of Education, to address the critical shortage

of well-trained secondary mathematics teachers in the Omaha area and to place UNO at the forefront of professional innovation in the preparation of mathematics teachers. Strategic efforts have been focused on in the areas of curriculum, capacity, and collaboration.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

22

Provide any additional comments, exceptions and explanations below:

1) The BS in Mathematics Leading to Teacher Certification will be operational and open for enrollment of interested students; 2) An Action Plan for placing UNO at the forefront of professional innovation in the preparation of mathematics teachers for 2012-2013; 3) Creation and implementation of a summer workshop for Omaha area mathematics teachers on learning the semantics of mathematics focusing on the deeper meaning behind the mathematics; 4) Redesign of calculus courses using inquiry-based learning techniques; 5) Document success in the courses by showing higher grades and lower failure rates; 6) Daily presentations to give students a chance to teach each other; 7) UNO will be leading a national effort to change calculus learning; 8) Special Projects Coordinator for the Academy of Inquiry-Based Learning; 9) Mathematics/Teacher Education Leader efforts will focus on faculty discussions and strategic planning; 10) Mathematical Association of America (MAA) Blog; 11) Asked to create and will start a blog post for MAA on mathematics education in June to highlight the many mathematics education initiatives at UNO; 12) Dr. Hodge will serve as a member of the committee on the Mathematical Education of Teachers for the MAA; 13) Dr. Hodge is a co-organizer for the R.L. Moore Legacy Conference in Austin, TX to bring mathematics teacher education to the forefront at the conference; 14) Preparation for UNO's First Annual Calculus Bee(November 2012)which brings UNO faculty and students together for a friendly mathematics competition; 15) Share our Omaha Area Math Teachers' Circle successes at invited workshops and other events such as teaching circles around the world - including invited talks in Puerto Rico, Denver, and Flagstaff.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

30

Provide any additional comments, exceptions and explanations below:

N/A

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

16

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1) Initiated discussion with Arts and Sciences physics and chemistry faculty to develop a pathway similar to the program developed with Mathematics faculty, which would lead to additional teacher certification candidates in physics and chemistry. The goal for this collaborative discussion is to increase inquiries in teaching physics and chemistry as a career choice; 2) The Dr. George and Sally Haddix Community Chair of STEM Education was funded. The position is being held by Dr. Neal Grandgenett. The purpose of the chair is to organize, lead, and inspire collaborative STEM initiatives at UNO that cross the colleges and disciplines and that aggressively position UNO to be a true national leader in interdisciplinary STEM programs. Strategic efforts have been focused on in the areas of curriculum, capacity, and collaboration.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

20

Provide any additional comments, exceptions and explanations below:

1) Collaborate with Arts and Sciences physics and chemistry faculty to develop a pathway to teaching

in each of these areas. The development work will be modeled after the BS in Mathematics Leading to Teacher Certification program. This collaborative discussion increased inquiries in teaching science as a career choice; 2) Develop new courses and programs: a) TED 8000 - Data Driven Decision Making for Teachers (developed, will teach Summer 2013); b) TED 8970/GEO 8500 - Earth System Science for Educators (OPS collaboration, blended learning); c) MATH 2020 - Number Sense, Algebra, and Geometry for Middle School Teachers (operationalized); d) Graduate endorsement in STEM Education; e) UNO Site License for Mathematica software and course revisions (joint departmental purchase for pilot).

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

25

Provide any additional comments, exceptions and explanations below:

1) Operationalize the physics and chemistry pathway to teaching programs to be ready for enrolling students; 2) Develop an "Educational Leadership in STEM" Doctoral Pathway; a) Be prepared for students to be admitted to the pathway fall 2013; b) Develop five new doctoral level STEM courses; c) Develop co-major professor structures to support joint supervision advising work.

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

25

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

N/A

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

1) Share information about careers in special education EDUC 2510 course; 2) Work with our school partners to develop an education academy and dual enrollment courses for high school students interested in teaching as a career; 3) Special education candidates getting involved in various projects to attract new students to special education.

Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

27

Provide any additional comments, exceptions and explanations below:

An area of emphasis was added for elementary and secondary students. The emphasis focuses on inclusive practices. This area will provide 12 credit hours of coursework in special education for general education candidates (elementary and secondary). This coursework is the basis for a full endorsement in special education at the graduate level.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

30

Provide any additional comments, exceptions and explanations below:

The faculty of the Department of Special Education and Communication will consider initiating an MAT program with initial certification in special education.

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of

prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

1) Hired an additional faculty member in the area of ESL and Literacy; 2) Candidates participated in culture walks as part of their intermediate field experience; 3) Developed a new course, TED 3050 - Foundations of ESL; 4) Focused on diversity /cultural responsive teaching based on assessment data; 5) Faculty identified TED 3690 - Applying Reading/Writing Across the Content Area and TED 4350 - Teaching of Reading and Language Arts as program requirements that would infuse culturally responsive ESL concepts and teaching strategies.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

Provide any additional comments, exceptions and explanations below:

N/A

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

6

Provide any additional comments, exceptions and explanations below:

1) ESL endorsement courses were established as an area of emphasis for elementary education majors and for secondary teachers with content endorsements in English/Language Arts, Biology, and History. This coursework is the basis for a full endorsement in ESL at the graduate level; 2) The ECE program recently revised coursework to address the needs of ELLs and emergent bilinguals: a) The Introduction to ECE course includes course material that covers the issues surrounding the growing demographic of ELLs and bilingual families in the US, along with embracing culturally and linguistically diverse communities; b) The new Language and Literacy course will use a text in which every chapter addresses language development and literacy experiences including information on ELLs and bilingual education. It also includes the history and importance of dual language acquisition, as well as the

development of dual language; c) Other ECE curriculum courses, such as Expressive Arts and Inquiry in ECE will include how to plan experiences for culturally and linguistically diverse children; d) The Family and Community Engagement course includes experiences for our candidates to work with families of ELL children. All of our program field experiences take place in school with ELL children and will require our students to plan activities and engage with ELL children.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

N/A

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

In Response to needs of the local educational agencies based on past hiring and recruitment needs: 1) The College of Education partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between the college, the twelve metropolitan area school districts, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects; 2) The College uses task forces and committees to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory); 3) Two programs are offered to meet the needs of surrounding districts (TAP and CADRE). In these two programs, districts choose the candidates and areas of certification to meet the needs of the hiring district; 4) Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the students; 5) Feedback received through MOEC, various committees, and evaluations given to cooperating teachers are used to guide program improvement; 6) Surveys are completed by school administrators to ascertain candidates' strengths and weaknesses. The survey results are distributed to faculty to help address the needs of the schools; 7) All student teaching candidates participate in the Assessment Presentation. This presentation by the candidate shows their knowledge and skill in using assessment both formative and summative. This activity was developed as a result of concerns by the schools regarding candidate knowledge in this area.

In response to be closely linked with the needs of schools and the instructional decision new teachers face in the classroom: 1) MOEC provides a forum for professionals from across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving teacher education, identifying the needs of the local districts and agencies where our graduates are likely to teach based on past hiring and recruitment trends. The teacher preparation program provided to prospective teacher candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

In response to prospective special education teachers being prepared in core academic subjects and to instruct in core academic subjects: 1) All special education candidates complete the general academic requirements of the university and complete a double major in special education and a major in an elementary or secondary content area; 2) All special education candidates complete two semesters of student teaching, one in general education content and one in a special education setting.

In response to prospective general education teachers are prepared to provide instruction to students with disabilities: 1) EDUC 2010 - Human Growth and Learning and observations have emphasized differentiation of instruction; 2) All prospective teachers take EDUC 2510 - Applied Special Education that addresses how to work with students with disabilities. This course includes a field experience; 3) TED 4000 - Secondary Teaching Methods in Various Content Areas uses previous knowledge to differentiate instruction to meet the needs of all students in the classroom.

In response to prospective general education teachers are prepared to provide instruction to limited English proficient students: 1) TED 3690 - Applying Reading/Writing Across the Content Area includes an emphasis on providing instruction of youngsters with limited English proficiency. The candidates are expected to apply strategies learned when teaching K-12 students in the field. Another course addressing this assurance is TED 4000 - Special Methods in the Content Area (Science, English, and Library Science); 2) A new faculty member was hired in this area in the fall of 2011. This was identified as an area of hiring priority for our college; 3) Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency.

In response to prospective general education teachers are prepared to provide instruction to students from low-income families: 1) Our close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to develop instructional strategies to children from low-income families; 2) TED 3690 - Applying Reading/Writing Across the Content Area includes an emphasis on working with youngsters from low-income families. The candidates are

expected to apply strategies learned when teaching K-12 students in the field. Another course addressing this assurance is TED 4000 - Special Methods in the Content Area (Science, English, and Library Science).

In response to prospective teachers being prepared to effectively teach in urban schools: 1) Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within our community; 2) All special education and general education candidates are required to have a 40-hour field experience placement in an urban school setting; 3) EDUC 2520 - Instructional Systems requires a culture walk, where urban issues related to individual communities are introduced; 4) Our strong relationships with school partners and multiple field experiences in urban settings are strengths of our program; 5) Through strong curricular connections, sequencing, and alignments across the curriculum, candidates are introduced to all assurance topics in our EDUC sequence with subsequent follow-up in additional experiences that assist candidates in processing strategies related to the issues; 6) TED 3690 - Applying Reading/Writing Across the Content Areas includes an emphasis on this issue. Teacher candidates taking this course are expected to apply strategies learned in a K-12 classroom experience.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	155	179	155	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	567	180	566	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	206	180	206	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	16	180	16	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	198	180	198	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	154	179	154	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	566	179	566	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	208	178	208	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS)	16	179	16	100

All program completers, 2010-11				
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	199	179	199	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	155	176	155	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	569	176	569	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	209	177	209	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	16	176	16	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	203	176	203	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	211	211	100
All program completers, 2010-11	16	16	100
All program completers, 2009-10	204	204	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program

would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

1) Each teacher candidate is required to integrate technology in planning instructional lessons; 2) Each candidate participates in an Assessment Presentation during the student teaching semester. In the Assessment Presentation, teacher candidates are required to use technology to demonstrate how data from formative and summative assessments is used to improve teaching and learning; 3) The technology matrix for our college carefully aligned to develop skills for instructional integration; 4) TED 4000 - Special Methods in Mathematics and Science requires candidates to use technology in labs and demonstration lessons; 5) In TED 3550 - Teaching and Assessing Reading candidates complete an Informal Reading Inventory and Miscue Analysis utilizing technology. Analyzed data is shared with parents; 6) Roskens Hall, the recently renovated home of the College of Education, provides a state of the art technology-enabled teaching and learning environment; 7) The College of Education presents the Student Teacher Technology in the Classroom Award. This award honors 3 student teachers who exemplify outstanding use of technology in their capstone experience. Nominations are submitted by cooperating teachers or university supervisors.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

To prepare candidates to teach students with disabilities effectively the College of Education requires: 1) All prospective teacher education candidates to take EDUC 2510 - Applied Special Education. The course addresses how to work with students with disabilities in all educational settings; 2) Methods courses require all candidates to plan for differentiated instruction in all lesson preparation.

To participate as a member of individualized education program teams, UNO has: 1) Learning communities are introduced in the EDUC sequence and implemented as an instructional strategy in methods courses; 2) SAT teams and IEP's are introduced in EDUC 2510 - Applied Special Education; 3) All students in the College of Education complete a 3-hour course that provides information and strategies for working with students with disabilities. A 20-hour field experience is part of this course; 4) Students in EDUC 2510 - Applied Special Education learn about the various disabilities, the referral process for students who may have a disability, individualized education plans, and the roles of various members of the individualized plan.

To teach students who have limited English proficiency, UNO offers: 1) Teacher candidates in TED 3690 - Applying Reading/Writing Across the Content Area are expected to apply strategies learned while teaching K-12 students in the field. 2) In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates complete the field experience in an elementary school where most students' first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge; 3) TED 4350 - Teaching Reading and Language Arts, the candidates are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans and instruction use differentiated strategies to meet the needs of all students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

1) UNO certifies special educators who complete a dual endorsement in regular education (K-6 or 7-12) and special education Mild/Moderate Disabilities. 2) All course work for the special education endorsement is aligned with CEC standards and meets the requirements for the Nebraska Department of Education's Mild/Moderate endorsement. 3) Each special education student is also enrolled in an elementary or secondary content area major, which culminates with two semesters of student teaching; 4) In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates complete

the field experience in an elementary school where most students' first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge; 5) In TED 4350 - Teaching Reading and Language Arts, the candidates are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans and instruction use differentiated strategies to meet the needs of all students; 6) SPED 4640 - Methods and Materials in Special Education requires all students to complete a 20-hour field experience.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The College of Education at the University of Nebraska at Omaha is a 4-year public institution which embraces its unique metropolitan location and mission of inspiring exemplary professionals to become Dedicated Practitioners, Reflective Scholars, and Responsible Citizens who provide leadership for positive change in 21st century communities. Teacher preparation candidates who are formally admitted to the College of Education teacher preparation program progress through a carefully sequenced set of courses and field experiences culminating in a 16-week, full-time student teaching experience. Candidates must apply for and be accepted into student teaching. The student teaching experience is supervised by a master teacher who meets the district, as well as UNO and state criteria. Candidates must meet state and national standards related to professional knowledge, skills, and disposition competencies for the grade level(s) and content area(s) in which the candidate is preparing to receive certification and endorsement.

Supporting Files

University of Nebraska at Omaha
Traditional Program
2011-12

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